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ABSTRACT

The use of display and presentation boards as tools to help teachers/trainers convey messages more clearly is briefly discussed, and 24 different types of display and presentation boards are described and illustrated; i.e., chalk, paste-up, hook-n-loop, electric, flannel, scroll, communication planning, acetate pocket, slot, pin-tack, preview, rear projection, venetian, pocket, slide, grid drawing, burlap, flip, shade, clip, menu, study, magnetic, and pegboard. It is pointed out that display and presentation boards can be used by a wide variety of educators and administrators, including educational media specialists, audiovisual coordinators, personnel training specialists in industry, or anyone who teaches or presents information to learners, whether they be in schools, churches, scouting, or civic or business organizations. (Author/LLS)

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DISPLAY AND PRESENTATION BOARDS

BY

Thomas Keith Midgley

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Display and Presentation Boards

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An effective teacher communicates and an enlightened student perceives what is being communicated. This ideal situation, however, does not always exist because of some breakdown in the communication process. This article will not discuss problems of communication, but rather present some tools that may profitably help teachers convey messages more clearly.

Each day in numerous classrooms, training centers, and instructional situations teachers are continually confronted with the problem of communicating a simple idea, explaining a difficult complex concept, or of clarifying a written statement that contains too much verbiage. Solutions to such problems can often be resolved with a good visual presentation of the elements that comprise the idea. Often a display board could be used to delineate the components of the message and suggest relationships which the learner might not see in a verbal recitation of the concept. Instructors will always be confronted with the need to be conveyors of visual as well as verbal knowledge; thus, they need to be aware of tools that can assist them. The communicator needs to take two basic steps: first, survey and select the educational media to be used; and second, utilize the media properly.

Survey and selection of media. Before a solution to a problem can be seriously considered the media which can be brought to bear upon a situation must be known. Frequently there are several approaches that can offer promising solutions. The media chosen will depend upon the purpose and the conditions surrounding the presentation, the characteristics of the audience, and the ease with which the materials can be obtained, used, or manipulated. An area which is particularly fruitful in providing simple teaching-learning solutions is the wide range of display and presentation boards.

ABOUT THE AUTHOR

Dr. Thomas Keith Midgley has taught in the public schools in Utah for twelve years on both elementary and secondary levels. He has also been an elementary school principal, guidance counselor, school psychologist and psychometrist.

He obtained his doctorate degree from Indiana University in Audiovisual Communications, Instructional Development, Media Management, Curriculum and History.

Upon finishing his degree, he taught at California State College at Long Beach. He was an Associate Professor in the education department and was the assistant director for the Audio-Visual Center.

In 1965, he came to Eastern Washington University as the director of their Audio-Visual Instructional Media Center and half time teaching in the education department. In 1968, he moved to full time teaching. He is a Professor of Education and the advisor for the undergraduate and graduate Master's programs in Audiovisual Communications.

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These "boards of education" are of interest to a large representative group of educators and administrators, for example: educational media specialists, audio-visual coordinators, personnel training specialists in industry, or anyone who teaches or presents information to learners whether they be in schools, churches, scouting, or civic or business organizations.

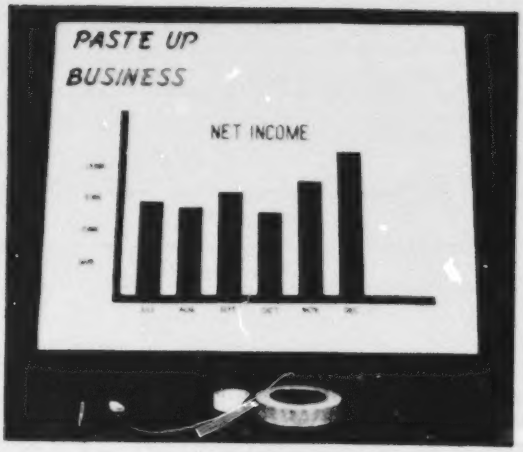
Proper use of the media. Basically an educational message consists of three learning elements which are mutually necessary for success in the use of a communication and the assimilation of an idea: (1) knowledge (what the learner knows about the idea), (2) skills (what the learner is able to do with the new information), and (3) attitudes (what the learner feels and thinks and how he reacts to the information or idea).

In order to give more meaning and purpose to this article an exemplary set of boards has been built so as to clarify certain ideas and concepts concerning their construction and use. Each board is described and discussed briefly and some special characteristics of each are presented. The boards were made 22" x 26". This size was used because of portability and ease in handling the boards in small group lecture and display situations. Optimal size of each board depends, of course, on each individual instructor's purpose, subject area, audience level and size, viewing distance, and other variables.

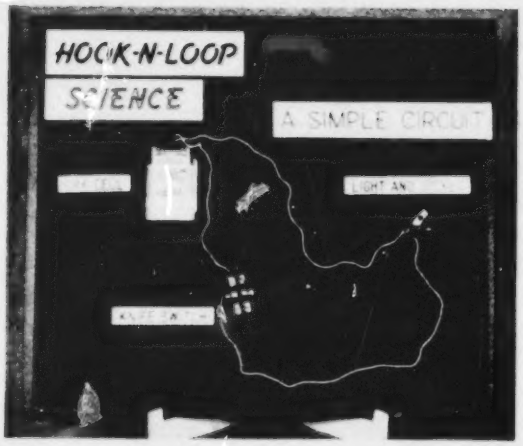
The name of each board is presented in bold lettering on the board. In addition, these "boards of education" each feature a subject area and an example of one way to use each board. The subject area title is also listed on each board.

An idea or problem that might be helpful to the learner interested in these boards is to take a single idea in his subject area and then try to adapt it to all fifteen of the boards. By so doing a better understanding of the particular characteristics of each board may be gained.

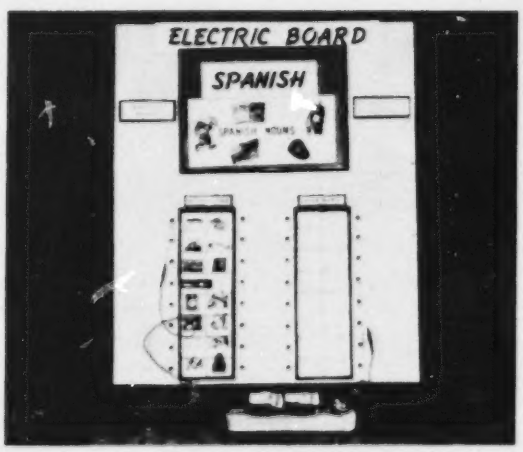
CHALKBOARD: A green, gray or black painted surface, or a slate board upon which one can write, draw, trace templates or use pounce patterns, etc.



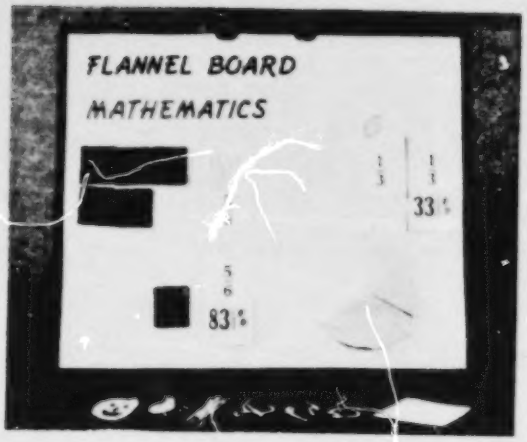
PASTE-UP BOARD: A hard, smooth, flat surface such as masonite, plastic, wood, glass, cement or metal, upon which messages can be fastened with masking tape, two face tapes, wax, plasti-tak, etc. Graphs can also be created by using various sizes and colors or ready-made tapes. The paste-up board can also be used as a strip-board by fastening strips of paper over the various parts of a presentation and thus maintain increased interest as only one strip at a time is removed as the presentation and discussion progresses. The hidden board technique can also be used with the Paste Up or the Chalkboard. When this is done, the complete message is hidden with a pull shade or map, sliding curtain or a cover paper, which can be removed at the most appropriate and effective moment of presentation.



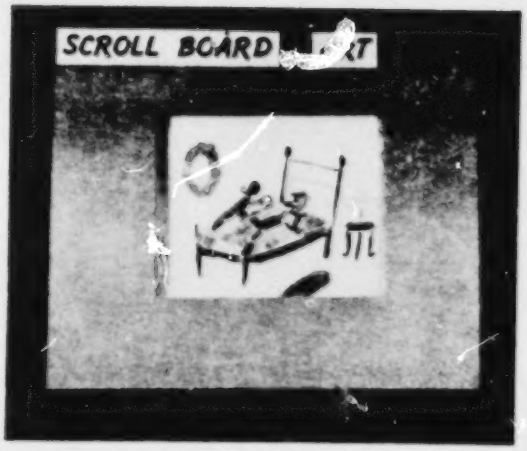
HOOK-N-LOOP BOARD: A masonite board covered with finely woven green or black loop material upon which flat or three-dimensional items (even as heavy as a large dry cell battery) may be displayed by attaching to them a sufficient piece of hook material. When the hook and loop make contact they hold the item to the board very securely.



ELECTRIC BOARD: A masonite or heavy cardboard containing space for questions and answers which are connected on the back of the board at the contact points by wire or strips of aluminum foil. When the contact wires from the batteries and light are touched to the corresponding question and answer the correctness of the response will be indicated by a light going on or a buzzer sounding. A flashlight battery or dry cell supplies the needed electrical current.

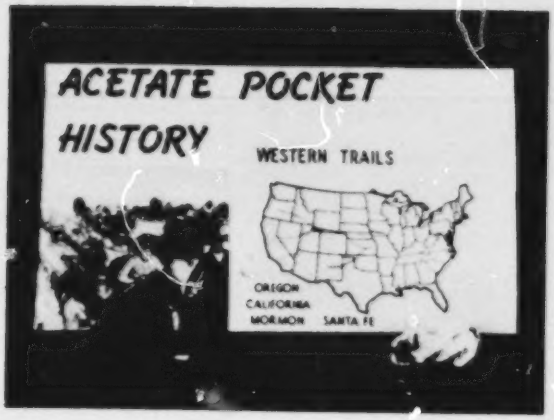


FLANNEL BOARD: A flannel or felt covered board upon which material, backed with felt, flocking, flannel, or sandpaper can be placed and easily manipulated for an effective step-by-step message. Construction paper, piper cleaners, and thin sheets of pellon or light plastic foam will also adhere to this board.



SCROLL BOARD: A heavy 24-ply cardboard or masonite board from which an 11" x 14" center window has been cut. This window board is then mounted on a wooden frame. A wooden dowel rod is mounted in each end of the frame. The picture story is drawn on or attached to a long strip of heavy butcher paper. This paper scroll, containing the pictures, can be moved past the window by turning the handles mounted to the dowel rods. This board is especially useful for presenting samples of students' work, poetry, writing, reports, drawings, or an on-going story. It can also be used to simulate a TV screen.

COMMUNICATION PLANNING BOARD: A heavy light colored 24-ply cardboard or masonite board upon which 1 1/2" strips of clear acetate are mounted in horizontal lines 3" apart. The strips are fastened to the mounting board with white cloth backed tape. Cards or slides placed beneath these clear strips can be viewed with unobstructed vision. This board can be used for story boarding a motion picture, a filmstrip or slide set, writing a TV or radio script, outlining a lecture, organizing a story or the content, order, sequence or flow of many communications.



ACETATE POCKET: A masonite or heavy cardboard covered with a heavy, clear acetate but open on one side or the top in order to allow charts, posters, important papers, pictures or photographs to be displayed beneath the acetate and within the pocket safe from smudges and fingerprints. It is also possible to write on the acetate with a grease pencil to further point out, emphasize, or add to what is displayed within the pocket without damaging the contents. A tissue or cloth can easily erase the markings on the acetate.

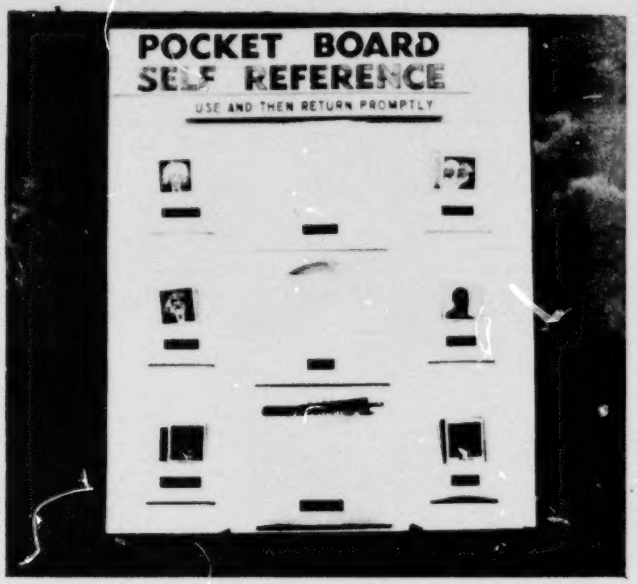
SLOT BOARD: A heavy cardboard upon which 1" to 1 1/2" cardboard strips have been evenly spaced and securely fastened. These strips are attached to the large cardboard either by sewing, stapling, or with tape. The board can be effectively used to present picture or word stories or step-by-step development of a message.

PIN-TACK BOARD: A cellotex, cork, or cardboard material upon which messages or displays can be pinned, tacked, or stapled. These bulletin boards are ubiquitous to most instructional areas. Many are painted or covered with cloth in order to add texture to the surface.

PREVIEW BOARD: A light color painted masonite or cardboard surface upon which motion pictures or any projected image can be viewed by small groups or utilized as an individual preview screen.

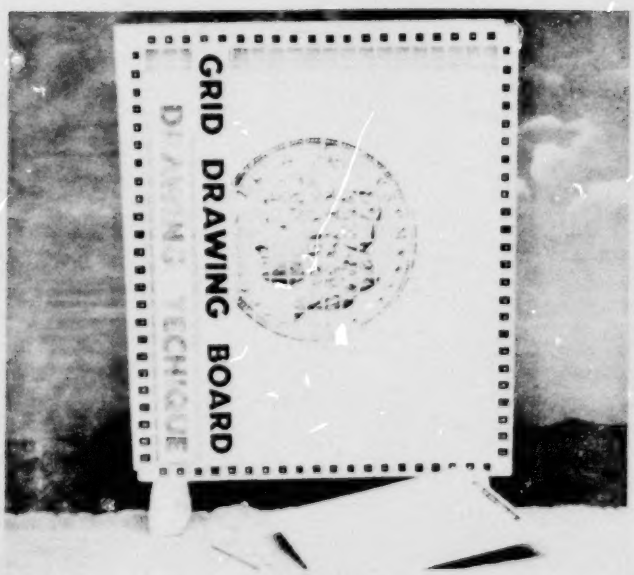
REAR PROJECTION BOARD: A masonite board from which the center has been cut, leaving a 3" frame on all sides. A sheet of frosted acetate or a nonpatterned piece of blue or gray translucent shower curtain is stretched and taped to the back side of the frame. This makes an effective preview or demonstration screen for rear projection. The effectiveness of this board can be increased by mounting it recessed within shadow box, thus eliminating more room light.

VENETIAN BOARD: A masonite sheet coated on both sides with chalkboard paint and cut into 3" or 4" strips and then mounted within a frame. Small dowel rods attached to the end of each chalkboard strip and protruding through a drilled hole in the side mounting frame allow the chalkboard strips to rotate and thus reveal one line at a time of a written message at the relevant moment of presentation.

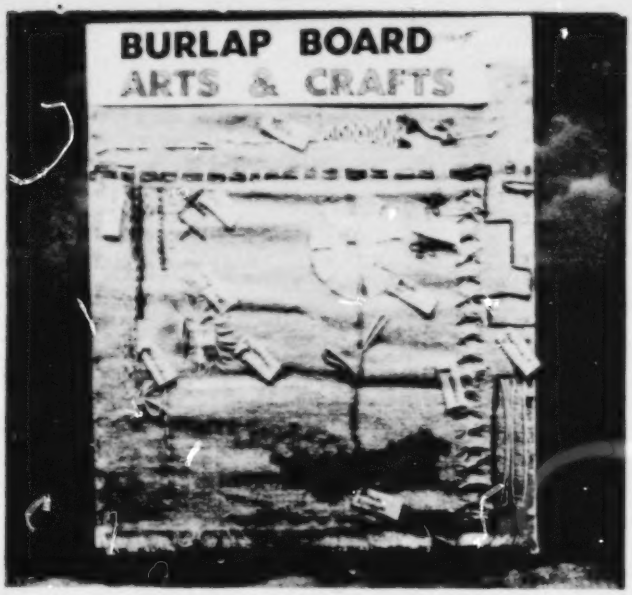


POCKET BOARD: A number of hand made oak tag cardboard pockets or ready made library book card pockets can be fastened to a heavy cardboard or masonite board. These pockets can hold many types of small instructional items and verbal messages that can be used by the students as reference or teaching materials.

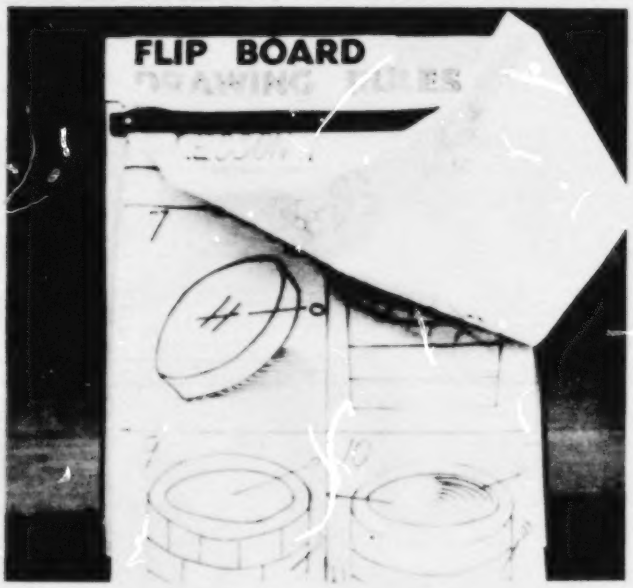
SLIDE BOARD: A message is fastened to a masonite or heavy cardboard base then a cover sheet is placed over the material and slides off slowly revealing one point of the message at a time. Slide channels can be made out of heavy cardboard or metal.



GRID DRAWING BOARD: A wooden frame is made with 1" x 1" pine. Holes are drilled at one inch intervals exactly opposite each other vertically as well as horizontally. A strong cord is laced through the holes and a one inch grid pattern is then created. The grid board can be used to enlarge or reduce a drawing. It can be used to reproduce accurately anything viewed through the grid. The drawing paper also contains a grid that is in ratio to the grid drawing board.



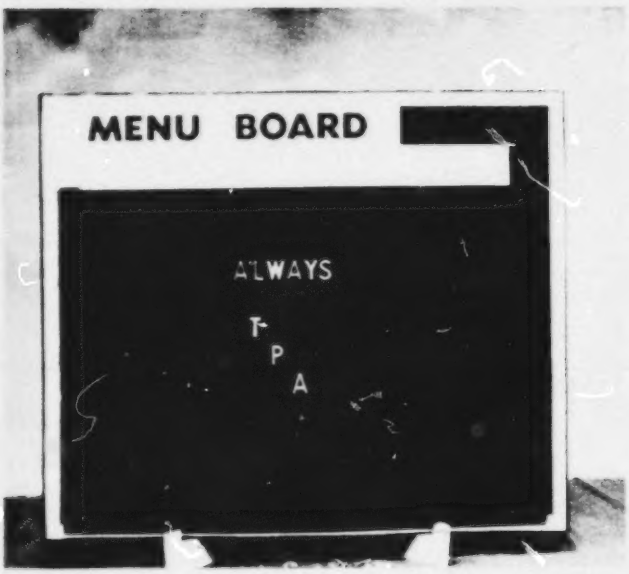
BURLAP BOARD: A wooden frame is made from 1" x 1" pine and is then covered with burlap which is stretched tight and stapled to the frame. Various displays or actual items can be attached to the burlap, or map outlines can be sewn to the material for instructional purposes.



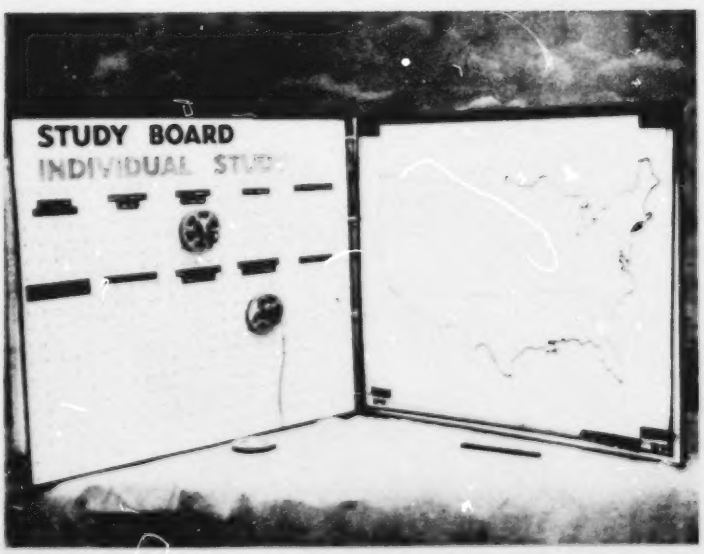
FLIP BOARD: A series of cloth or paper charts or posters can be attached to a masonite or heavy cardboard base. The charts are fastened to the board at their upper edge by bolts, sewing, or staples. These charts are viewed or discussed one at a time and then flipped up over the top of the board, thus revealing the next chart.

SHADE BOARD: Material to be presented is mounted to a board and then hidden beneath a pulled window shade that has been mounted on standard shade brackets above the displayed message. At the relevant moment the shade is pulled up revealing the message. This technique is especially useful as a test presenting process.

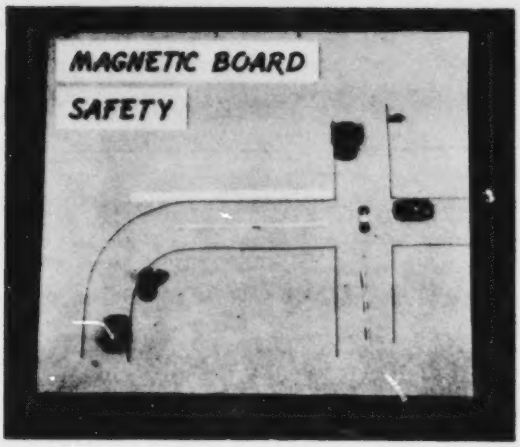
CLIP BOARD: One or more metal clips are mounted to masonite or heavy cardboard near the top of the board. These clips can then be fastened to charts, posters or pictures and will hold them securely for display and presentation purposes.



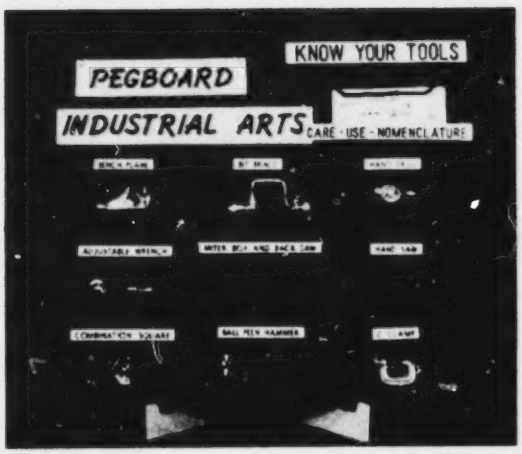
MENU BOARD: Several dozen one-half inch by one-fourth inch slats are mounted to a masonite or plywood base and are sprayed with black paint. Specially designed letters straddle one or more of the half-inch slats and the projecting flanges on the back of the letters slide into the slots between the strips of wood and hold the letters to the board. The menu board is especially useful for presentations of verbal messages and for film titling. The menu board is most commonly used in restaurants. (TPA = Think, Plan, Act).



STUDY BOARD: Study material such as an outline map is fastened to a masonite board then a piece of heavy clear acetate is secured to the top of the board so it can be flipped down over the map. The student then can write in the names of geographical locations, etc. on the acetate covering the map with a grease pencil as he studies. A pegboard is also fastened to this board and can be used to hold materials such as study tapes and other self-instructional items.



MAGNETIC BOARD: Can be made from a piece of sheet metal, a metal screen, corrugated cardboard filled with straightened metal coat hangers, or a surface coated with magnetic paint. Communications or labels can be attached to the board by using small magnets. Three-dimensional items can also be developed by fastening magnets to them.



PEGBOARD: A masonite, plastic, or metal board containing evenly spaced holes in which hooks, hooked shelf brackets, or a multiplicity of diversified holders can be placed in order to hang shelf, or attach flat or three-dimensional materials to the board. Golf tees are also useful mounting tools. Written labels or titles can be mounted to the protruding golf tees with a little bulletin board wax.

It is realized that any display or presentation medium has its limitations as well as its unique strengths and purposes. Each communicator needs to be cognizant of his audience level, his objectives, his materials and the various proprioceptors to be used in order that he might select the most efficacious method appropriate to his subject area and his teaching-learning situation.

Those who sincerely aspire to become effective inculcators of information in any subject area or on any grade level in education or industry will continue to make themselves knowledgeable as to the numerous tools, equipment, materials, and methods that are available for their assistance. This beneficial training plus actual experience with these materials and methods can best be obtained via courses in Educational Media and Instructional Communication processes and techniques which are usually offered by the Audio-Visual Department, Education Division.